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ABSTRACT

This book offers 27 papers addressing critical issues in the assessment of students with all kinds of learning disabilities. Papers have the following titles and authors: "Critical Issues in the Measurement of Learning Disabilities" (G. Reid Lyon); "A Matrix of Decision Points in the Measurement of Learning Disabilities" (Barbara K. Keogh); "Measurement of Change: Assessing Behavior over Time and within a Developmental Context" (David J. Francis et al.); "Measuring and Analyzing Change" (Bennett A. Shaywitz and Sally E. Shaywitz); "The Assessment of Attention in Children" (Russell A. Barkley); "Attention as a Process and as a Disorder" (Jack M. Fletcher et al.); "Measurement of Executive Function" (Martha Bridge Denckla); "Issues in the Assessment of Executive Function: An Information-Processing Perspective" (Joseph K. Torgesen); "Redefining Learning Disabilities: Moving beyond Aptitude-Achievement Discrepancies to Failure To Respond to Validated Treatment Protocols" (Virginia W. Berninger and Robert D. Abbott); "Issues in Definition and Measurement of Learning Disabilities: The Need for Early Intervention" (Jack M. Fletcher and Barbara R. Foorman); "Measurement of Listening and Speaking" (Doris J. Johnson); "Honing the Concepts of Listening and Speaking: A Prerequisite to the Valid Measurement of Language Behavior in Children" (Louisa Cook Moats); "Measurement of Word Recognition, Orthographic, and Phonological Skills" (Richard Olson et al.); "Components of Reading Ability: Issues and Problems in Operationalizing Word Identification, Phonological Coding, and Orthographic Coding" (Frank R. Vellutino et al.); "Assessment of Spelling in Learning Disabilities Research" (Louisa Cook Moats); "Issues in Researching the Link between Phonological Awareness, Learning Disabilities, and Spelling" (Patricia C. Lindamood); "Measurement of Written Language Expression" (Stephen R. Hooper et al.); "Future Directions for Research on Writing Disabilities: Integrating Endogenous and Exogenous Variables" (Virginia W. Berninger); "Diagnosis and Assessment of Mathematics Learning Disabilities" (Jeannette E. Fleischner); "Mathematics Assessment for Students with Learning Disabilities" (Sharon Vaughn

and Cynthia Wilson); "Neuropsychological Assessment of Children with Learning Disabilities: Measurement Issues" (Byron P. Rourke); "Multidimensional Neuropsychological Assessment Models: Potential and Problems" (Robin Morris); "Techniques for Measuring Social Competence in Children" (Kytja K. S. Voeller); "The Measurement and Assessment of Social Skills" (Sharon Vaughn and Diane Haager); "Assessment of Learning Disabilities: The Challenge of Evaluating the Cognitive Strategies and Processes Underlying Learning" (Lynn J. Meltzer); "Strategy Assessment in Perspective" (Louisa Cook Moats); and "A Review of Critical Concepts and Issues in the Measurement of Learning Disabilities" (Robin Morris). An index is included. Most papers include references. (DB)

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